DOCUMENT RESUME

ED 280 369 HE 020 185

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TITLE A Report on College-Level Remedial/Developmental Programs in SREB States.
INSTITUTION Southern Regional Education Board, Atlanta, Ga.
PUB DATE 87
NOTE 78p.
AVAILABLE FROM Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 ($5.00).
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Admission Criteria; *College Freshmen; Credit Courses; *Developmental Studies Programs; Educational Policy; Educational Testing; Enrollment Trends; *Evaluation Criteria; Geographic Regions; Higher Education; *High Risk Students; Institutional Characteristics; Program Evaluation; Questionnaires; *Remedial Programs; Student Evaluation; *Student Placement; Two Year Colleges
IDENTIFIERS Southern Regional Education Board; *United States (South)

ABSTRACT

Remedial and developmental programs at two-year and four-year colleges in states belonging to the Southern Regional Education Board (SREB) were studied, along with placement standards for degree-credit, college-level work in SREB states and institutions. These programs, courses, and activities were designed specifically for first-time entering students who lack minimum reading, writing, oral communication, mathematical, or study skills; and/or other basic skills necessary to do freshman-level college work. The investigation covered: background and demographic information about each institution; admissions criteria; extensiveness of remedial programs; and institutional evaluation activities of these programs. Specific information was gathered concerning policy/organization, criteria used to place students in remedial/developmental programs, the size of remedial enrollment, levels of courses offered, and exit criteria for remedial courses. Over 80% of the 404 survey respondents had written policies to govern remedial/developmental placement, and two-year colleges were almost twice as likely to have policies than four-year institutions. The questionnaire is appended. (SW)

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HIGHLIGHTS

- Over 80 percent of the 404 survey respondents have written policies to govern remedial/developmental placement; two-year colleges are almost twice as likely to have policies than four-year institutions.

- Almost 100 combinations of 70 different tests in reading, writing, and mathematics are used to place students in "college-level" work.

- Cut-off scores on placement tests are so broad—both among institutions and states—that the meaning of "college-level" is diminished.

- Almost 30 percent of survey respondents report that at least 50 percent of their entering freshmen need remedial assistance. Further, 60 percent of the institutions report at least 30 percent of their freshmen require additional academic assistance.

- Over 50 percent of the institutions offer more than one level/course of remedial/developmental studies in two of the three curriculum areas.

- One-fourth of the survey respondents award academic degree credit for remedial/developmental courses.

- Three percent of the survey respondents *do not allow* regular class enrollment while students are simultaneously enrolled in remedial/developmental courses. Conversely, only 13.6 percent allow unrestricted simultaneous enrollment in remedial and regular college-level courses.

- Over 50 percent of survey respondents use "completion of course or program sequence" as the primary means for permitting students to exit from remedial/developmental programs.

- Over 80 percent of the institutions reported 50 percent or more of their students complete remedial/developmental programs with passing grades.

- Only about half of the institutions conduct follow-up studies of students completing remedial/developmental programs.

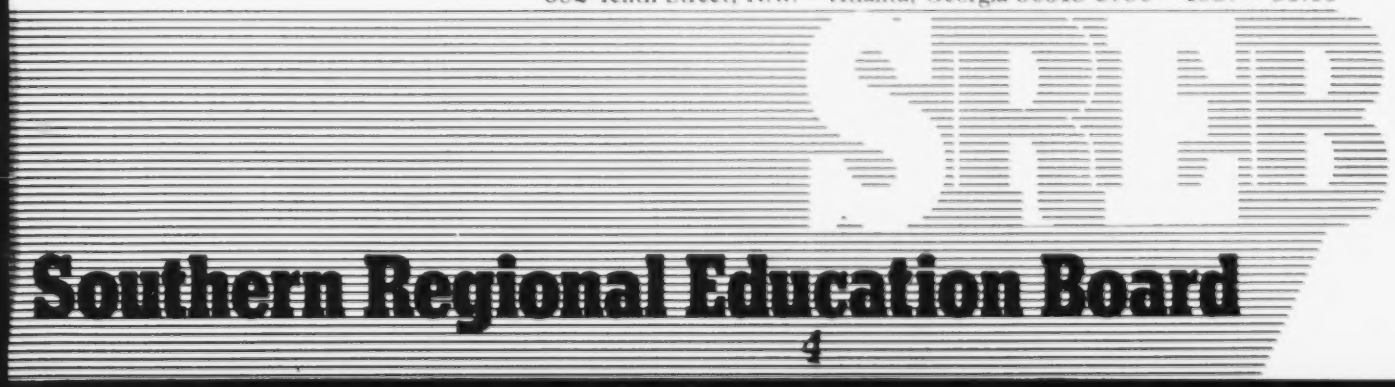
- Student evaluation is the method most commonly used to regularly evaluate remedial/developmental programs.

- Most institutions reported that they had no basis on which to compare the graduation rates of remedial and non-remedial students.

A Report on College-Level Remedial/Developmental Programs in SREB States

Ansley A. Abraham, Jr.

592 Tenth Street, N.W. • Atlanta, Georgia 30318-5790 • 1987 • $5.00



FOREWORD

Undergraduate preparation is a major concern of the Southern Regional Education Board. Key elements in this issue are access and quality. The dilemma is, of course, for higher education to find ways that will enable the goals of both access and quality to be met at the same time and for the same students.

The 1985 SREB report, Access to Quality Undergraduate Education, made recommendations for state and higher education leaders to raise standards for undergraduate education. In a 1986 report, Getting Students Ready for College, SREB's Commission for Educational Quality recommended several fundamental steps for states and their schools and colleges to prepare students to meet higher and clearer college entry standards. A key element in both of these reports is an efficient and effective remedial program at the postsecondary level.

Many national and state reports have identified the inordinate number--over 50 percent--of first-time college students who do not have the necessary skills to begin college-level work. From these reports it is clear there are many unresolved issues--lack of agreement on what remedial/developmental education is, how it can best be delivered, and how it can best be evaluated. SREB decided it could provide a service to states by conducting a survey of remedial/developmental programs at public two-year and four-year institutions.

The following report contains the findings of the SREB remedial/developmental survey. Particular attention is paid to policy and organization, placement criteria, program description, exit criteria, and evaluation. These areas are by no means comprehensive in scope, but they are an attempt to provide state and higher educational leaders with up-to-date information on the status of these programs. The exceptionally high response rate--over 80 percent--by participants is a good indicator of a shared concern and recognition of the issues and problems.

We would like to take this opportunity to thank the institutions for their cooperation and participation in this project. It is hoped that officials will use these data to set policy, to improve undergraduate education, and to assure viable remedial/developmental programs.

Winfred L. Godwin
President

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TABLE OF CONTENTS

	Page
Foreword	iii
Introduction	1
Purpose	3
Background	4
The Remedial Issue	10
Remedial Education: A Problem of Definition	13
National Studies of Remediation	16
Description of the SREB Remedial Study	19
Definition of Remedial Education	19
Survey Population	20
Survey Design	20
Institutional Background	21
Admission Criteria	21
Extensiveness of Remedial Programs	21
Evaluation of Remedial/ Developmental Programs	23
Survey Results	25
Survey Response	25
Survey Participants	26
Admissions Criteria	29
Remedial Programs and Placement	32
Policy/Organization	32
Placement Criteria	35
Testing Instrument	38
Scores	40
Program Description	42
Exit Criteria	50
Evaluation of Remedial/ Developmental Programs	54
Summary	63
References	65
Appendix A: SREB Survey of Institutional Remedial Education	67
Appendix B: Placement Tests Used by Institutions in Reading, Writing, and Mathematics	75

INTRODUCTION

Over the past two decades there has been a dramatic increase in remedial/developmental programs/courses in higher education. This increase occurred largely as a result of the nation's commitment to make higher education accessible to all who could benefit. Now, as more emphasis is being placed on improving quality and raising standards while at the same time maintaining access to college, the large numbers of students who need remedial education are becoming clear. Many states are finding that one-half of their beginning students are not prepared to do college-level work.

Why have states and higher educational institutions been slow or reluctant to recognize the extent of the remedial/developmental problem? Being prepared to begin college-level work became secondary to having the opportunity to attend college. This opportunity--access to higher education--is now a cornerstone of American education and social policy. However, access to a watered-down collegiate education or to "quick failure" at real college-level work because of underpreparation is not what real access and opportunity is about. Several specific causes for the increasing need for remedial/developmental services are clear.

1) Graduation from high school is not an indication that a student is prepared to begin college-level work--only about one-third of today's high school students are enrolled in a college preparation program;

2) Both the number and percentage of high school graduates enrolled in higher education have increased dramatically;

3) Postsecondary education has become readily available to the learning disabled and the handicapped;

4) Postsecondary education is providing "second chance" opportunities for a large share of the population;

5) Students who have the capacity for postsecondary work but who need additional preparation in selected areas are being given the opportunity to attend college; and

6) Students enrolling in college have a wider range of aptitudes and come from more diverse socio-economic backgrounds.

In response to these changes, colleges and universities expanded remedial/developmental instruction and support services. This expansion, however, has raised serious questions about the appropriate role of postsecondary education in performing a significant remedial function. As a result, remedial education has become an important "quality" issue. The combination of expansion and lack of focus/role has meant that higher education has failed to send a clear message to the secondary schools of what college-level work is and the skills students need to perform successfully in college. Moreover, it is also clear that if special programs and policies are not established to assist underprepared students, standards throughout the system run the risk of being lowered.

While the stormy debate on the merits of these issues continues, a silver lining may have appeared. Educational and

governmental leaders are willing to discuss more openly the heretofore unmentionable "taboo"--official recognition of remedial/developmental course/program offerings in higher education institutions. (The term "official recognition" is defined here in terms of policy and accountability.) The changing attitude of educators and policymakers concerning remediation at the collegiate level seems to have focused attention on this issue. However, higher education as a group still lacks a systematic way to regularly gather, analyze, and evaluate data concerning remedial/developmental programs. Further, it has only been within the last 10 years that significant studies have been undertaken and data of this nature gathered. Even so, educators, legislators, and remedial/development instructors as well as the general public are calling for more information to assess more accurately the validity and effectiveness of remedial/developmental programs. There is no way to compare placement standards on a state or regional basis, yet this is an obvious first step in determining the extent of the needs for remedial education. National data that address these concerns have only recently begun to appear (Roueche, et al., 1984, Lederman, et al., 1983, and NCES, 1985). Data on a regional basis are seen less frequently.

PURPOSE

In 1986, the Southern Regional Education Board conducted a comprehensive study of public colleges and universities in its 15 member states to obtain regional information on programs and

policies with which institutions address the issues of underpreparation and access to quality undergraduate education. The study grew out of expressed concerns of Southern governors, educators, and legislators to raise educational standards (admissions and placement) and the levels of student preparation for college. State leaders recognize that to make thoughtful, more informed decisions regarding educational reform policies, procedures, or legislation, they need the most up-to-date, accurate, descriptive, and comparative information--both on state and institutional bases. These actions will undoubtedly identify the increase in underprepared students entering institutions of higher education as a far-reaching problem demanding immediate action. The study has the following objectives:

- To describe and analyze the extensiveness of remedial/developmental programs in SREB states and institutions.
- To identify institutions in the SREB region that have remedial/developmental programs.
- To identify placement standards for degree-credit college-level work in SREB states and institutions.

BACKGROUND

Remedial/developmental courses at the college level have been some of the fastest growing programs in higher education over the past 10 years. In a 1971 study, Davis (1975) reported that less than 50 percent of the institutions of higher education provided any type of a remedial/developmental course for

students who were at risk academically. By 1977, however, Roueche and Snow (1977) found that 93 percent of the two-year colleges and 78 percent of the four-year colleges were engaged in remedial/developmental instruction. More recently, a 1983-84 survey by the National Center for Education Statistics (1985) found that 82 percent of all institutions and 94 percent of public institutions offered at least one course considered to be remedial/developmental.

Although remedial/developmental programs have expanded since the 1970s, the history of remediation in higher education indicates that underprepared college-bound students have been a long-standing problem (California Postsecondary Education Commission, 1983). Recent data, however, indicate that the problem has gotten worse. For example, between 1978 and 1984, 70 percent of all public institutions reported a 10 percent increase in the number of freshmen enrolled in remedial/ developmental courses (U. S. Department of Education, 1985a).

In the early years of this century and the latter years of the 19th century, preparatory (pre-college) instruction was provided by the universities themselves. As early as 1894, preparatory students were reported to comprise over 40 percent of entering students in American colleges (Levine, 1978). While courses were considered pre-college, it was not uncommon in these cases for college credit to be given. These findings are substantiated by Brier (1984) whose historical review of academic preparation chronicles the development of preparatory instruction at the college level in America since the

19th century. Although entry requirements were raised, the pressure to keep classrooms full often forced colleges to accept students lacking the essential requirements. Indeed, half the students entering the most selective institutions (Harvard, Yale, Columbia, and Princeton) in the early 1900s, lacked formal entrance requirements (Brier, 1984; Enright and Kerstiens, 1980).

In the 1920s, two-year institutions were touted as the most appropriate location for postsecondary preparation of underprepared high school graduates and remedial course offerings. This was the modus operandi until the late 1950s and early 1960s. By the mid-1960s, research indicated that as many as two-thirds of all college freshmen lacked adequate college-level reading skills. It was also about this time that the educational climate demanded that all of public higher education be accessible to students regardless of race or sex. These new conditions resulted in channeling many underprepared students into the traditional four-year college. Other effects attributed to these actions included steadily falling admission scores, faculty resistance to teaching remedial courses and classes with larger numbers of underprepared students, administrative discussions concerning institutional missions and purposes, public sentiments or perceptions of where remedial/developmental programs belong, and the high cost required to provide extensive supplemental skills assistance at the college level. These as well as other concerns in the 1980s have brought about a return to the position that high schools and

two-year institutions are best suited for remedial/developmental instruction. In the SREB region, Florida was one of the first states to have turned this trend into policy through the 1984 "College Preparatory" program. Similar proposals and programs are under serious consideration in other SREB states, including Tennessee and South Carolina.

A number of reasons have been proposed to explain the increase in remedial/developmental programs during the 1960s and 1970s. One explanation frequently identified is the increase in the proportion of the population enrolled in college. In 1970, 23 percent of the nation's 18- to 21-year old population was enrolled in college; by 1984, 36 percent (U. S. Department of Commerce, 1971, p. 13; 1985, p. 9). Interestingly, the percentage of high school graduates entering college changed very little during the same period. In 1980, 46 percent of high school graduates attended college a year after graduation; in 1972, 45 percent did likewise (NCES, 1985b).

Another explanation often cited for the increase in remedial/developmental programs is the shift in admission standards. This shift can be attributed in part to the transition in many institutions from restricted to open admissions, and also to less rigorous enforcement of existing admission standards.

Coinciding with these changes at the college level were changes at the secondary level. Standards for high school curricula were lowered or requirements were reduced. A decrease in the achievement levels of high school graduates resulted, as

evidenced by the declines that have occurred in performance on standardized tests. Table 1 shows national composite scores on the American College Testing Program (ACT) and Scholastic Aptitude Test (SAT) from 1971 to 1984. The pattern of decline over this 14-year period is obvious--ACT scores declined from 19.2 to 18.5; SAT scores went from 943 to 897 (after having gone as low as 890 in 1980 and 1981).

TABLE 1

National ACT and SAT Scores
1971 to 1984

Year	ACT Composite	SAT Composite
1971	19.2	943
1972	19.1	937
1973	19.2	926
1974	18.9	924
1975	18.6	906
1976	18.3	903
1977	18.4	899
1978	18.5	897
1979	18.6	894
1980	18.5	890
1981	18.5	890
1982	18.4	893
1983	18.3	893
1984	18.5	897

SOURCE: U. S. Department of Education, National Center for Education Statistics, Indicators of Education Status and Trends, January 1985, p. 4.

The widely publicized decline in test scores is probably the single most important event in raising public awareness that more and more students entering college are not prepared to do college-level work. These declines can be attributed to many

factors. Members of a panel convened by the College Board to investigate the causes of score declines concluded that, "Complex interacting factors relating to the changing membership in the population tested caused two-thirds to three-fourths of the SAT score declines between 1963 and 1970, and about a quarter of the decline from 1970 to 1977" (Wirtz, et al., 1977, p. 46).

Other factors identified by the College Board panel include: a reduction in required high school courses; "social promotion"; grade inflation; increased absenteeism; watered-down curricula; less homework; fewer quality teachers; lower college admission standards; availability of remedial coursework at the postsecondary level; overuse of television watching; changing family structures; and declining student motivation (Wirtz, et al., 1977).

Unprecedented rapid technological growth over the last 25 years, which has placed new demands on society, also explains some of the increase in remedial education. An ever-widening gap between standards and societal demands for knowledge has been created. One solution is to offer supplemental assistance to college students to help them meet the demands of higher standards--which in turn must keep up with increased technological expansion. Perhaps this phenomenon was best explained by the California Postsecondary Education Commission Report on remedial education which states: "These phenomena collided, and remedial courses and support services quietly appeared on

campuses during the 1970s to serve the 'new' student in higher education" (California Postsecondary Education Commission, 1983, p. 8).

What the California and other studies seem to imply is that while there may not be wholesale recognition of remedial studies by administrative and political entities, the fact remains that these programs exist and function in more than just a stopgap manner. Underpreparation is not now, nor has it ever been, a temporary problem that will some day vanish if one waits long enough. It is, instead, a problem of enormous size and complexity in need of long-range solutions.

The Remedial Issue

The arguments and uncertainties that surround the remedial/developmental debate have generated a number of distinct positions. First, there are those who argue that remedial/developmental instruction has no place in higher education. Recently, legislators from around the country were interviewed on the question of remediation (Chronicle of Higher Education, September 11, 1985, p. 1). In almost every case, their positions, strongly stated in some instances, were that remedial/developmental instruction had no place in institutions of higher education. The focal point of their objections seemed to be financial--higher cost for instruction and services at the college level and the situation of paying both the public schools and the colleges to teach the same skills.

Another version of this position argues that remedial or basic skills instruction should be limited to specific levels or institutions of higher education. By restricting remedial offerings to particular levels or areas of higher education, it is claimed that the ideals and integrity of the higher education system can be maintained and, at the same time, the demands of a largely underprepared student population can be met.

A third line of reasoning centers on recognition of the de facto existence of remedial/developmental courses, programs, or services at nearly every level and type of institution of higher education. This position is likely to be supported by educational administrators or others who are held accountable for balancing expectations of a largely underprepared college-age population while maintaining academic standards and enrollment levels.

The approaches used to bring about resolutions to the issue of remedial/developmental education at the higher education level may vary, but they follow distinct steps. For example, in Florida the 1984 legislature passed a bill that moved all responsibility for remedial/developmental instruction out of the four-year or upper-level institutions to the two-year institutions. The Illinois, Iowa, and Minnesota legislatures have all considered similar resolutions over the past four years. In 1984, Governor Gerald L. Baliles of Virginia publicly denounced remedial work at the college level as wasteful and called for higher entrance standards as a way of reducing remediation. The

state of Maryland, also in 1984, completed a study of remediation and reported that after raising admissions standards they had reduced remedial English enrollment (Wright and Cahalan, 1984).

A different approach to these issues was undertaken by New Jersey. This involved the establishment of the Basic Skills Council (BSC). The BSC's legislative mandate required testing the basic skills of students seeking admission to all public colleges. In conjunction with this mandate is the requirement that every student deficient in basic skills be enrolled in remedial/developmental instruction. The key ingredients found in the New Jersey plan, which are often missing from other strategies, include comprehensive planning and cooperative relationship (through action) of legislative and educational bodies to emphasize basic skills. Initial 1983 results from this program indicated a reduction in the percentage of entering college students deficient in tested areas of basic skills (New Jersey Basic Skills Council, fall 1983). A subsequent follow-up study in 1985 showed evidence of significant improvement in both the retention and academic performance of skill-deficient college students (Morante, 1986).

A third approach that has been touted for its effectiveness is the Ohio Early Mathematics Placement Testing Program (EMPT). In this program, Ohio universities identify math deficiences of high school juniors. Each student is provided with a printout indicating the EMPT score and the requisite coursework and

skills needed before placement in college-level study. Students are then directed toward appropriate courses before completing high school.

Remedial Education: A Problem of Definition

Perhaps the most important factor surrounding the controversy and debate associated with remedial/developmental education is the variety of names by which it is identified. According to Webster's Third New International Dictionary "remedial" is defined as a "correction for faulty study habits, the improvement of skills imperfectly learned [or taught] and the raising of a pupil's general competence." Because remedial education has a curative connotation, Clowes (1980, pp. 8-10) viewed remedial education from a medical model perspective, with students as patients preparing to be "tested, diagnosed, prescribed for, treated, and then retested." Moreover, the California Postsecondary Education Commission report added: "Remediation is also relative--to an institution, to the student, to the student's course of study, and above all, to what is regarded as college-level work" (1983, p. 1).

Since the early 1970s, remediation has expanded in meaning and use. Remediation in the 1960s had many negative connotations. As a result, educators began looking for other ways to describe remediation--for terms that would be less offensive. These efforts, however, only confused and obscured the original

label and meaning of "remediation." Among the more popular terms used synonymously with "remedial" are: compensatory, developmental, preparatory, basic skills, learning skills, foundation, equal opportunity, and fundamental. The common thread that ties these terms together is preparing students for college-level work. Although related, subtle and important differences exist among these terms, especially between compensatory and developmental, which are the most commonly used.

Compensatory education was popularized during the 1960s' "Great Society" programs under the Johnson administration. Its original intent was to compensate students for "environmental and experiential deficits" (Good, 1973). This approach, however, raised many questions about the ability of postsecondary institutions to improve the pervasive deficiencies of a student's background or culture.

Developmental education came into use during the 1970s. This movement resulted from efforts to merge activities of the academic affairs and student affairs staff. The focus of this approach was to develop the whole student (Knefelkamp, Widick, and Parker, 1978). Developmental education has also been defined as furthering students' skills, attitudes, and strengths, and the correction of weaknesses in areas beyond the normal academic subject matter.

In an effort to simplify these classifications, Patricia Cross suggests that first a program's purpose or goal be considered. She states:

> If the purpose of the program is to overcome academic deficiencies, I would term the program remedial, in the standard dictionary sense in which remediation is concerned with correcting weaknesses. If, however, the purpose of the program is to develop the diverse talents of students, whether academic or not, I would term the program developmental. Its mission is to give attention to the fullest possible development of talent and to develop strengths as well as to correct weaknesses (1976, p. 31).

It is obvious from the number of terms used and the peculiarities each possesses, that the definition of remediation has expanded. As the meaning of remedial education has broadened, so too has the importance of who is making this determination. In fact, recent definitions have been greatly influenced by public perception, state educational and university policy, and legislative action.

No discussion of remedial/developmental education would be complete without mentioning the relationship to equal opportunity. The question raised by this relationship is how to achieve wide access without jeopardizing educational quality. The National Commission on Excellence in Education addressed this debate in its study by asserting that: "The twin goals of equity and high-quality schooling have profound and practical meaning for our economy and society, and we cannot permit one to yield to the other in principle or in practice" (1983, p. 9). While at first glance these goals may appear to be in opposition

to one another, they are not mutually exclusive. The public's commitment to educational reform cannot be at the expense of an equally strong commitment to equitable treatment of its people. One response by the educational system has been to expand remedial/developmental programs at the postsecondary level.

National Studies of Remediation

Most studies of remedial/developmental education have occurred at the institutional, system, and state levels. However, the recent focus on educational reform has raised interest in obtaining a national picture of these programs and problems. Three studies of this scope have been completed since 1981; the most recent and thorough one was published in 1983-84. Conducted by the National Center for Education Statistics (NCES), this latter study is the first U. S. Department of Education examination of postsecondary remedial education. Only preliminary findings have been released, but all indications are that remedial programs are replete throughout all levels of higher education. Some of the more interesting findings include:

> 82 percent of all institutions offered at least one remedial course;
>
> 87 percent of public institutions offered remediation as compared to 44 percent of private institutions;

> 63 percent of the schools offering remedial courses reported increases of 10 percent or more in remedial/developmental enrollment since 1978; and
>
> between 16 and 25 percent of all college freshmen took at least one remedial course in reading, writing, or mathematics (U. S. Department of Education, 1985a).

Another study, conducted in 1981 by the Instructional Resource Center at City University of New York (CUNY), inquired extensively into the placement and assessment procedures of institutions. Findings indicate that about 30 percent of first-time students were academically deficient and in need of remediation. Perhaps the most striking finding was that only three percent of the responding institutions perceived the skill levels of their entering freshmen to be no problem (Lederman, et al., 1983, p. 6).

The third study, also in 1981, was conducted by Roueche, Baker, and Roueche at the University of Texas. This study focused on many of the central elements affecting underprepared students--from an institution's written policy statement or philosophy toward low-achieving students to an institution's forecast for the future of its basic skills courses/programs. Additionally, this study identified the central components of successful programs--strong administrative support, mandatory assessment and placement, structured courses, award of credit, completion strategies, multiple learning techniques, volunteer instruction, peer tutors, monitoring student behavior, and evaluation (Roueche, 1983).

These studies which describe the national picture of remedial/developmental programs, confirm that remediation has become an important and pervasive issue, affecting all levels and areas of education.

The recent increased attention on quality has also heightened the need for accountability. To meet this need, policymakers and educational administrators must have up-to-date information on the extent of the need for remedial education. The focus of the second part of the SREB study is to provide up-to-date information on the extensiveness of remedial/developmental programs in the SREB region.

DESCRIPTION OF THE SREB REMEDIAL STUDY

DEFINITION OF REMEDIAL EDUCATION

The definition of remedial/developmental programs used in this study was very crucial to the design of the questionnaire. Because of the subtle differences that exist in the terms used to describe student underpreparation and the real impact they can have on the compilation and reporting of information, the following definition was used in the SREB study:

> Remedial or developmental education, for purposes of this study, refers to programs, courses, and activities designed specifically for first-time entering students who lack minimum reading, writing, or oral communication, mathematical, or study skills, and/or other basic skills necessary to do freshman-level college work as defined by the institution.
>
> Remedial or developmental education as defined above should be included in this survey. Developmental activities which allow students already prepared to undertake freshman-level work to strengthen their talents should NOT be included.

There are two emphases in this definition that allow for the range of meanings and terms used by different institutions. First, the definition emphasizes the skills necessary for college-level work. Second, the definition allows for institutional selectivity--what is considered remedial at one institution may not be remedial at another.

SURVEY POPULATION

Participants in the remedial/developmental survey included public two-year and four-year institutions within SREB's 15 member states*. The survey included institutions that enrolled students at the freshman level. Four-year institutions were required to offer the bachelor's degree and two-year institutions, the associate of arts degree.

A total of 489 institutions in the SREB states met these criteria--303 are two-year institutions and 186 four-year institutions. The overall response rate for the survey was 83 percent. That a survey of this type evoked such a high response rate is important to the overall purpose and goal of this study.

The survey form (Appendix A) was mailed in November 1985, with a follow-up mailing in January 1986. The survey was addressed to the president of each institution with a request that the survey be directed to and completed by the person or persons most knowledgeable about remedial/developmental programs at the institution.

SURVEY DESIGN

The survey was designed to provide an up-to-date account of remedial/developmental education in the SREB region. The questions fall into four major sections, which are described below.

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* SREB states include Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

1. Institutional Background

This section contains the background/demographic information about each institution. The responses to items about characteristics such as state, institutional size, institutional type, size of freshman enrollment, and urban versus rural setting allow for differentiating among institutions in terms of remedial/developmental program offerings, mission, kind of students served, and so on.

2. Admissions Criteria

Items in this section address the criteria used for admissions to institutions of higher education. The purpose here is determine those institutions that are selective and those that are essentially open-door.

3. Extensiveness of Remedial Programs

Questions in this section indicate the extensiveness of remedial/developmental programs in terms of: (a) policy/organization--official recognition of the role of remedial/developmental instruction at the institution and the organizational structure within which the remedial/developmental program is located; (b) placement criteria--the standards used to place students in remedial/developmental programs; (c) program description--the size of remedial enrollment, the levels of remedial courses offered, remedial course credit, and other diagnostic strategies used; and (d) exit criteria--the requirements for completing remedial work and the passing rate of students in remedial programs. The questions that each of the above subsections address are listed below.

(a) Policy/Organization

- Does the institution have a written policy to govern remedial/developmental education?

- From where in the institution's organization is the remedial/developmental program administered?

(b) Placement Criteria

- How does an institution determine placement into the remedial/developmental program or the regular academic program?

- What are the instruments (tests) and corresponding cut-off scores used by the institution to place students into remedial/developmental reading, writing, and math programs?

(c) Program Description

- What percentage of (a) first-time freshmen and (b) total enrolled students participate in remedial/developmental programs?

- Does the institution offer more than one course level of remedial/developmental study in reading, writing, and math?

- Does the institution allow students to earn credit toward an academic degree for remedial/developmental coursework?

- Are students allowed to enroll in remedial/developmental courses and regular courses at the same time?

- What types of strategies or tools are used to further diagnose students' strengths and weaknesses once they have been placed in the remedial/developmental program?

(d) Exit Criteria

- What are the requirements for completion of remedial/developmental courses?

- What percentage of students complete remedial/developmental courses with passing grades?

4. Evaluation of Remedial/Developmental Programs

This section of the survey instrument contains questions about institutional evaluation activities surrounding the remedial/developmental programs. The purpose here is to determine whether remedial/developmental programs and students are being adequately evaluated and followed-up by their institutions.

- Are remedial/developmental students followed up on a regular basis?

- What institutional department/division has responsibility for conducting remedial/developmental evaluations?

- What methods of evaluation are used?

- How do graduation rates of students completing remedial programs compare with rates of non-remedial students?

SURVEY RESULTS

SURVEY RESPONSE

Survey questionnaires were mailed to 489 institutions. A response rate of almost 83 percent was achieved; 404 institutions returned surveys.

The response rates for most research surveys average about 30 to 35 percent; a response rate over 80 percent can only be considered exceptional. The return rate for four-year institutions was 88.2 percent; for two-year institutions, 79.2 percent. Four states had an overall return rate over 90 percent--Tennessee (95.5 percent), Arkansas (94.5 percent), Georgia (93.8 percent), and Florida (91.1 percent) (see Table 2).

The high return rate indicates considerable interest in the issue of higher education remediation. The study also elicited many comments in support of the survey and its potential for providing valuable feedback and policy information to institutions. Many comments emphasized the importance of addressing an issue that has been ignored for too long by higher education. Many of the responses were accompanied by requests for background and reference materials related to remedial/developmental studies--usually prefaced by a notation that the institution was beginning an evaluation of its remedial/developmental programs.

TABLE 2

Response Rates to SREB Survey, by Institutional Level and State
1986

	Two-Year			Four-Year			
	Total Institutions Surveyed	Responding	Return Rate	Total Institutions Surveyed	Responding	Return Rate	Total Return Rate
Alabama	21	15	71.4	15	12	80.0	75.7
Arkansas	9	8	88.9	9	9	100.0	94.5
Florida	28	23	82.1	9	9	100.0	91.1
Georgia	16	14	87.5	16	16	100.0	93.8
Kentucky	13	11	84.6	8	7	87.5	86.1
Louisiana	6	1	16.7	13	11	84.6	50.6
Maryland	17	14	82.3	11	10	90.0	86.6
Mississippi	15	13	86.7	8	7	87.5	87.1
North Carolina	56	47	83.9	16	15	93.7	88.8
Oklahoma	16	11	68.6	10	6	60.0	64.3
South Carolina	18	9	50.0	11	10	90.0	70.5
Tennessee	11	10	90.0	9	9	100.0	95.5
Texas	49*	41	83.7	26	23	88.5	86.1
Virginia	24	19	79.2	15	13	86.7	83.0
West Virginia	4	4	100.0	10	7	70.0	85.0
Total	303	240	79.2	186	164	88.2	82.6

* A six-member two-year college system returned one survey representing all member institutions.

SURVEY PARTICIPANTS

The characteristics of the participating institutions provide for better understanding of their perceptions and responses to remedial/developmental programs. Two-year colleges represent a majority (59.4 percent) of all survey respondents; 60.4 percent of these institutions are in rural locations (see Table 3). Comprehensive colleges/universities represent 21.3 percent of the total respondents and 52.4 percent of all

four-year respondents. The total distribution of the remaining four-year institutions are: major research universities, 6.2 percent; doctoral granting universities, 7.2 percent; and liberal arts colleges, 5.9 percent.

TABLE 3

Distribution of Responding Institutions,
by Type Institution and Setting
1986

	Total		Rural Location		Urban Location	
	Number	Percent	Number	Percent	Number	Percent
Two-Year Colleges	240	59.4	145	60.4	95	39.6
Major Research University	25	6.2	7	28.0	18	72.0
Doctoral-Granting University	29	7.2	6	20.7	23	79.3
Comprehensive College/ University	86	21.3	36	41.9	50	58.1
Liberal Arts College	24	5.9	12	50.0	12	50.0
Total	404	100.0	206	51.0	198	49.0

The location of all institutions is almost evenly split between urban and rural settings; 51 percent and 49 percent, respectively. About three percent of the institutions in the urban setting identified themselves more specifically as "inner-city." The comparison of rural to urban settings across types of institutions indicates that two-year institutions tend to be more rural--60 percent to 40 percent; 63 percent of the four-year institutions were in urban locations, 37 percent in rural areas. Of the four-year institutions, more major research and doctoral-granting institutions were urban, 72.0 percent and

79.3 percent, respectively. The comprehensive colleges/universities (41.9 percent rural to 58.1 percent urban) and liberal arts colleges (50 percent rural to 50 percent urban), on the other hand, tend to be more evenly split between rural and urban locations.

The enrollment size of participating institutions cluster into three distinct groups--institutions with enrollments of less than 2,000 (29.5 percent), institutions with enrollments between 2,001 and 5,000 (33.2 percent), and institutions with enrollments greater than 5,000 (37.4 percent) (see Table 4).

TABLE 4

Distribution of Total Enrollment and Freshman Enrollment
in Institutions Responding to SREB Survey
1986

Enrollment	Number	Percent
Total		
Under 2,000	119	29.5
2,001-5,000	134	33.2
5,001-10,000	68	16.8
10,001-15,000	29	7.2
15,001-20,000	17	4.2
Over 20,000	37	9.2
Freshman		
Under 500	124	31.1
501-1,000	123	30.9
1,001-1,500	48	12.1
1,501-2,000	30	7.5
Over 2,000	73	18.3

The same kind of clustering effect is observed when first-time full-time freshmen are examined. About one-third (31.1 percent) of the responding institutions had freshman enrollments under 500, a third (30.0 percent) between 501 and 1,000, and a third (37.9 percent) had more than 1,000 freshmen. When these enrollment data are examined in the context of institution type, as expected, the four-year research and doctoral institutions are at the high end of the enrollment distribution. Conversely, two-year and liberal arts colleges are distributed at the lower end. Finally, the number of comprehensive colleges/universities is small on either end of the distribution and high in the middle, similar to a bell-shaped distribution.

ADMISSIONS CRITERIA

Admissions criteria are used to identify those students who may enter a college or university. These criteria are important because, in some instances, institutions use admissions standards for automatic placement of students in courses creditable toward an undergraduate degree. However, in most institutions, admissions and placement criteria differ. These admissions criteria may vary widely from state-to-state and institution-to-institution (see Table 5). The diversity is compounded by the fact that institutions often have additional freedom to set their own standards, so long as they do not fall

below the state or system requirements. It may be inferred, then, that the standards are even more diverse among institutions.

TABLE 5

Use of and Changes in Statewide Admission Standards
SREB States
1984-85

	Use of Statewide Standards			Statewide Admission Standards in Use 1984-85	Changes in Admission Standards		
	No Statewide Standards	Minimum Statewide Standards, Institutional Discretion	Statewide Standards, No Institutional Discretion		H. S. Courses Required	Test Scores	None Anticipated
Alabama	X						
Arkansas	X						
Florida		X		2, 3, 5	X		
Georgia		X		3, 5			X
Kentucky		X		1	X		
Louisiana			X	1			X
Maryland		X		3			X
Mississippi		X		5	X		
North Carolina	X						
Oklahoma			X	3, 4, 5	X		
South Carolina	X						
Tennessee	X						
Texas	X						
Virginia	X						
West Virginia		X		3, 5	X		

NOTE: 1 - High School Diploma Only
2 - High School Course Requirement
3 - Minimum Grade Point Average
4 - Class Rank
5 - Test Scores

SOURCE: Margaret E. Goertz and Linda M. Johnson. "Statewide Policies for Admission to Higher Education," College Board Report, No. 85-1, 1985.

Some 40 percent of the institutions report that they have an open admissions policy--closer examination is likely to reveal considerably more institutions in this category. Three criteria--the high school diploma, 82.4 percent; General Equivalency Diploma (GED) certificate, 76.2 percent; and standardized or institutional testing, 63.1 percent--are used most frequently in determining admissions standards (see Table 6). In the last five years, high-school course requirements have received considerable attention from policymakers in an attempt to establish higher college entry standards. However, only about one-third (34.2 percent) of the questionnaire respondents included this criterion as part of their admissions requirement.

TABLE 6

Number and Percent Distributions of
Admission Criteria Used by
Institutions of Higher Education
1986

	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
Standardized or Institutional Test	255	63.1	105	43.8	150	91.5
High School Diploma	333	82.4	186	77.5	147	89.6
General Equivalency Diploma Certificate	308	76.2	182	75.8	126	76.8
High School Class Rank	71	17.6	8	3.3	63	38.4
High School Grade Point Average	112	27.7	16	6.7	96	58.5
High School Course Requirement	138	34.2	25	10.4	113	68.9
Comprehensive Review	30	7.4	5	2.1	25	15.2
Open Admission	159	39.4	144	60.0	15	9.1
Other	61	15.1	31	12.9	30	18.3

NOTE: For each admission criterion N = 404 for all institutions, N = 240 for two-year institutions, and N = 164 for four-year institutions.

When survey participants are grouped into categories of two-year and four-year institutions, admissions criteria differ--as would be expected. For example, almost every admissions category has a higher frequency of use among four-year than two-year institutions. The more selective the admissions criteria used--high school class rank, grade point average (GPA), or course requirement--the larger the differences between two-year and four-year college types.

REMEDIAL PROGRAM AND PLACEMENT

Policy/Organization

Recent studies show a marked growth in the number of under-prepared students entering institutions of higher education. Consequently, as found in this study, almost 83 percent of the institutions report that they have written policies for the placement of students in remedial programs (see Table 7). More

TABLE 7

Distribution of Institutions With and Without Written Remedial Policies 1986

Written Policy	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
With	328	82.6	203	85.3	125	78.6
Without	69	17.4	35	14.7	34	21.4
Total	397	100.0	238	100.0	159	100.0

specifically, a greater proportion of two-year institutions (85.3 percent) than four-year institutions (78.6 percent) have written placement policies. Within the four-year colleges, comprehensive colleges/universities is the group most likely (43.4 percent) to have written remedial policies; major research universities are the least likely group (9.4 percent).

Closely related to policy is the organizational setting in which a program is administered. In many cases, the success or failure of a program is determined by where it is placed in the organizational structure. Table 8 presents seven organizational settings used to administer remedial/developmental programs. Administering remedial/developmental programs through the traditional academic departments is used most (61.1 percent). Independent campus-wide tutoring programs and campus learning centers are the two other approaches used most often by institutions of higher education. However, these organizational approaches are used by only half as many institutions as use the traditional academic department approach (32.2 percent and 31.2 percent, respectively).

What are the differences between two-year and four-year institutions in the organizational approaches used to administer remedial/developmental programs? While the percentage of usage differs very little between two-year and four-year institutions, in almost every case the percentage distributions are slightly higher for two-year colleges. Administration of remedial/developmental programs occurs more frequently in the category of

TABLE 8

Number and Percent Distributions of Organizational Approaches
Used by Institutions of Higher Education
1986

Organizational Approaches	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
Separate division of developmental, remedial, or basic skills	47	11.6	31	12.9	16	9.8
Separate department of developmental, remedial, or basic skills	86	21.3	48	20.0	38	23.2
Separate departments for the specific skills areas	23	5.7	13	5.4	10	6.1
Inclusion of the developmental, remedial, or basic skills activities or programs within a traditional academic department	247	61.1	156	65.0	91	55.5
Independent campus-wide tutoring program	130	32.2	81	33.7	49	29.9
Independent campus learning center	126	31.2	81	33.7	45	27.4
Other	65	16.1	30	12.5	35	21.3

NOTE: For each organizational approach category N = 404 for all institutions, N = 240 for two-year institutions and N = 164 for four-year institutions.

traditional academic department for both two-year and four-year institutions--65.0 percent and 55.5 percent, respectively. The lone category with the largest difference in percentage of use is "Other"--12.5 percent for two-year colleges and 21.3 percent for four-year institutions.

These data suggest that two-year colleges are the most frequent users of remedial/developmental programs and that they are more likely to administer these programs through formal academic structures. This, perhaps, is not too surprising when differences in institutional missions are taken into account.

The traditional academic department is the favored organizational approach to administer remedial/developmental programs. However, not so obvious is the fact that 83 percent of the two-year institutions and 73 percent of the four-year institutions choose more than one approach to administer their assistance programs. This fact suggests that institutions are displaying what one institution called, "a network of decentralized services." The findings in this section raise another question that is central to better understanding remedial/developmental education at the higher education level: Does the organizational placement of a remedial/developmental program make a difference in the program's effectiveness?

Placement Criteria

Once a student has been admitted to college it is important to know what criteria are being used to determine curriculum placement. For example, survey data indicate that mandatory assessment and placement of entering freshmen is the most frequently used means for assigning students to remedial/developmental courses in reading, writing, and mathematics (see Table 9). Also, these data indicate that institutions seem to be particularly responsive to faculty referrals and student self-referrals. The fourth most popular response identified by survey respondents is the assessment and placement of students scoring below certain levels on admissions tests.

TABLE 9

Distribution of Methods for Placement
in Reading, Writing, and Mathematics Used
by Institutions of Higher Education
1986

Placement Criterion	Reading		Writing		Mathematics	
	Number	Percent	Number	Percent	Number	Percent
No test used	36	8.9	29	7.2	25	6.2
Mandatory assessment and placement	173	42.8	176	43.6	191	47.3
Assessment and placement for specific programs/ courses	54	13.4	57	14.1	67	16.6
Assessment and placement for lack of high school course requirements	16	4.0	13	3.2	28	6.9
Assessment and placement for low scores on admissions tests	132	32.7	140	34.7	123	30.4
Assessment and placement for low high school GPA	13	3.2	12	3.0	10	2.5
Assessment and placement for high school senior class rank	6	1.5	5	1.2	4	1.0
Student self-referral	140	34.7	135	33.4	138	34.2
Faculty referral	148	36.6	147	36.4	150	37.1
Other	47	11.6	48	11.9	50	12.4

NOTE: For each placement criterion and curriculum category N = 404.

When the methods used for curriculum placement by two-year and four-year colleges are examined for differences, the data indicate similarities as well as differences. For example, mandatory assessment and placement is used more frequently by two-year colleges. Conversely, assessment and placement because of low scores on admission tests is used more frequently by four-year institutions--not unusual considering their entry requirements. However, it is interesting how similarly two-year and four-year institutions respond to faculty referrals and student self-referrals (see Table 10).

TABLE 10

Distribution of Methods for Placement
in Reading, Writing, and Mathematics Used
by Two-Year and Four-Year Institutions
1986

Placement Criterion	Reading				Writing				Mathematics			
	Two-Year		Four-Year		Two-Year		Four-Year		Two-Year		Four-Year	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No test used	16	6.7	20	12.2	15	6.3	14	8.5	15	6.3	10	6.1
Mandatory assessment and placement	124	51.7	49	29.9	116	48.3	60	36.6	118	49.2	73	44.5
Assessment and placement for specific programs/ courses	44	18.3	10	6.1	46	19.2	11	6.7	50	20.8	17	10.4
Assessment and placement for lack of high school course requirements	10	4.2	6	3.7	7	2.9	6	3.7	21	8.8	7	4.3
Assessment and placement for low scores on admissions tests	67	27.9	65	39.6	63	26.3	77	47.0	61	25.4	62	37.8
Assessment and placement for low high school GPA	2	.8	11	6.7	2	.8	10	6.1	1	.4	9	5.5
Assessment and placement for high school senior class rank	0	0	6	3.7	0	0	5	3.0	0	0	4	2.4
Student self-referral	76	31.7	64	39.0	74	30.8	61	37.2	75	31.3	63	38.4
Faculty referral	86	35.8	62	37.8	83	34.6	64	39.0	87	36.3	63	38.4
Other	34	14.2	13	7.9	33	13.8	15	9.1	35	14.6	15	9.1

NOTE: For each placement category N = 240 for two-year institutions and N = 164 for four-year institutions.

Testing Instrument. What are the standards for beginning college degree-credit work? These standards are important indicators of the quality in higher education, especially when they drop to an extent that allows students who do not possess the skills needed to learn at the college level to take college-level courses. One way in which colleges determine educational standards is through the tests used for curriculum--degree-credit--placement.

A large number of different tests are used to place students in college-level coursework or in remedial reading, writing, and mathematics courses (see Table 11). For example, in reading,

TABLE 11

Number of Different Tests Used for College-Level Placement in Reading, Writing, and Mathematics, by State 1986

State	Reading	Writing	Mathematics
Alabama (27)	6	10	11
Arkansas (17)	9	7	9
Florida (32)	10	8	11
Georgia (30)	4	4	3
Kentucky (18)	5	5	4
Louisiana (12)	5	3	5
Maryland (24)	6	7	9
Mississippi (20)	10	9	7
North Carolina (62)	16	14	18
Oklahoma (17)	6	6	7
South Carolina (19)	7	6	9
Tennessee (19)	5	4	9
Texas (65)	14	14	18
Virginia (32)	7	5	7
West Virginia (11)	9	8	4

NOTE: The figure in parentheses is the number of institutional respondents.

institutions throughout Georgia use as few as four tests; as many as 16 tests are used in North Carolina. Georgia uses three tests in mathematics; North Carolina and Texas each use 18. It must be remembered that the ranges in the number of tests may be attributed, at least in part, to the fact that some states employ statewide placement standards while in other states institutions have complete discretion in establishing standards.

The placement tests in reading, writing, and mathematics used by survey respondents are presented in Appendix B. Also included in these tables is the frequency of use for each test. Almost 100 combinations of about 70 different tests in the areas of reading, writing, and mathematics are used to place students in college-degree or remedial/developmental courses. Tests in all three areas range from in-house/institutionally developed to nationally-normed tests, such as the American College Test (ACT) or Scholastic Aptitude Test (SAT) (Abraham, 1986). These data also show that among survey respondents 31 different tests are used for entry-level placement in reading, 30 different tests in writing, and 36 different tests in mathematics.

Table 12 presents the 10 most frequently used tests in reading, writing, or mathematics. The Nelson-Denny Reading Test is by far the most frequently used reading test (121 institutions). Particularly interesting is the fact that the most frequently used mathematics test is an in-house/institutionally-developed test (118 institutions); for writing, the two most frequently used tests are institutionally-developed (66 institutions) or are tests that involve writing sample/

essays (57 institutions). It is important to note the closeness of the frequency distribution among writing tests, as compared to reading and mathematics tests. The variety in tests being used to establish college-level placement standards clearly demonstrates a lack of consensus on what can be considered "college-level work."

TABLE 12

Ten College Placement Tests Used Most Frequently
by SREB Survey Respondents
1986

Rank	Curriculum Area	Tests	Frequency of Use
1	Reading	Nelson-Denny Reading Test	121
2	Mathematics	In-house/Institutionally Developed	118
3	Writing	ACT-English	72
4	Mathematics	ACT-Mathematics	71
5	Writing	In-house/Institutionally Developed	66
6	Writing	Writing Sample/Essay	57
7	Writing	Test of Standard Written English	53
8	Mathematics	SAT-Mathematics	47
9	Reading	ACT-Combined	43
10	Reading	MAPS-Descriptive Tests of Language Skills	37

NOTE: The frequency of use reflects the fact that institutions were allowed to report up to three placement tests.

Scores. The second major factor in the establishment of college placement criteria or in the definition of "college-level" work is the placement test score. These scores, by default and many times by policy, are what defines "college-level work." It has been shown by institutions around the country that if these cut-off scores are too low, or even non-existent, students who do not possess the necessary skills are

allowed to take college degree-credit courses. The consequences are well-documented--lower quality undergraduate education, faculty disenchantment, higher failure and dropout rates, higher cost, and more time spent obtaining a degree--and are a major force driving much of the educational reform in higher education. The establishment of new or higher placement standards is becoming a critical element in responding to the demands for educational reform in undergraduate education. The key questions are, "What is an appropriate skills and knowledge level to begin college-level work?" and "Can higher educational institutions reach consensus on standards for college-level work?"

The scores reported by survey respondents provide some insight into these questions. Differences are large between the lowest and highest cut-off scores in the areas of reading, writing, and mathematics (see Table 13). In reading, for example, at least one institution uses a score of 10 and another 18; in writing, the scores for ACT-English range from 9 to 19, and for the ACT-Math test, the range is from 8 to 21. Similar ranges are observed for the remaining tests, which suggests little consensus among institutions as to what constitutes "college-level work" and confounds attempts to determine what skills and levels of knowledge are necessary to begin college degree-credit work.

A more in-depth analysis and critique of the variety and range of cut-off scores of placement tests used by SREB institutions (using these same data) may be found in the SREB publication, "College-Level Study: What Is It?" (Abraham, 1986).

TABLE 13

High and Low Cut-Off Scores Used for College-Level Placement
by Institutions of Higher Education
1986

Placement Test	Cut-Off Scores	
	Lowest	Highest
Reading		
Nelson-Denny	7	13
ACT-Combined	10	18
MAPS-DTLS	11	19
Writing		
ACT-English	9	19
Test of Standard Written English	19	43
ACT-Combined	10	20
Mathematics		
ACT-Math	8	21
SAT-Math	320	525
MAPS-DTMS	1	18

NOTE: See Appendix B for complete tests titles.

Program Description

One of the first questions that should be asked when determining to what extent remedial/developmental programs are found at the postsecondary level is: "How many entering freshmen need additional preparation before beginning college-level courses?" A second question is: "What proportion of all enrolled students participates in remedial/developmental programs?"

The responses to the first question range from 0 to 99 percent. To make this range of responses meaningful, the data were grouped into percentage categories (that is, ranges of 10)--0-9, 10-19, 20-29, ..., 90-99. The problem of academic underpreparation among entering college freshmen is vast (see Table 14).

TABLE 14

Number and Percent of Freshmen Needing Remedial Assistance
in Institutions of Higher Education
1986

Percentage of Freshmen Needing Remedial Assistance	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
0 - 09	37	10.4	15	6.9	22	15.7
10 - 19	60	16.9	36	16.7	24	17.1
20 - 29	51	14.3	33	15.3	18	12.9
30 - 39	60	16.9	35	16.2	25	17.9
40 - 49	42	11.8	26	12.0	16	11.4
50 - 59	45	12.6	30	13.9	15	10.7
60 - 69	30	8.4	22	10.2	8	5.7
70 - 79	18	5.1	11	5.1	7	5.0
80 - 89	8	2.2	4	1.9	4	2.9
90 - 99	5	1.4	4	1.9	1	.7
Total	356	100.0	216	100.0	140	100.0

Almost 30 percent of the responding institutions report that at least half of their entering freshmen need additional academic preparation. In nearly 60 percent of the institutions at least 30 percent of the freshmen require supplemental instruction. Two categories reflect unusually large percentages of institutions; nearly 17 percent fall in the 10-19 percent category and another 17 percent are found in the 30-39 percent category.

The proportion of entering freshmen who need remedial assistance does not vary much between two-year and four-year colleges except at the extremes of the percentage distributions. These findings are surprising and indicate a problem

that is not restricted to any one level of higher education--poor overall skills of college students throughout higher education. These data also suggest many similarities among the types of students entering higher education.

Table 15 provides insight into how extensive underpreparation is with respect to an institution's total enrollment. Some 75 percent of the institutions report that at least 10 percent of their total student enrollments are participating in some facet of a remedial/developmental program. More interesting, perhaps, is that almost 30 percent of the institutions say this is true for at least 30 percent of their total enrollments.

TABLE 15

Number and Percent of Total Enrolled Students
Participating in Remedial/Developmental Programs
in Institutions of Higher Education
1986

Percent of Total Enrolled Students Participating in Remedial/Developmental Programs	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
0 - 09	91	25.6	37	16.9	54	39.7
10 - 19	105	29.6	66	30.1	39	28.7
20 - 29	60	16.9	42	19.2	18	13.2
30 - 39	43	12.1	28	12.8	15	11.0
40 - 49	25	7.0	21	9.6	4	2.9
50 - 59	13	3.7	12	5.5	1	.7
60 - 69	10	2.8	7	3.2	3	2.2
70 - 79	4	1.1	4	1.8	0	-
80 - 89	1	.3	0	-	1	.7
90 - 99	3	.8	2	.9	1	.7
Total	355	100.0	219	100.0	136	100.0

Differences indicated between two-year and four-year institutions are not surprising--the most pronounced differences occurring at opposite ends of the percent total enrollment categories. Since approximately one-third of four-year institutions' total enrollment consist of junior and senior level students and, generally speaking, remedial education at the postsecondary level takes place during the first two years of college, any analysis or interpretation of these data must take this into account.

Another aspect of the study concerned whether there is more than one remedial level or course offered in the areas of reading, writing, and math. In each of these curriculum areas, 50 percent or more of the institutions offer more than one course/level of remedial instruction (see Table 16). Mathematics is the area in which most institutions (65.1 percent) report multiple offerings. Reading is next (55.7 percent), followed by writing (49.3 percent).

TABLE 16

Institutions With More Than One Course/Level of Remediation for Reading, Writing, and Mathematics 1986

	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
Reading	233	55.7	172	71.7	61	37.2
Writing	199	49.3	143	59.6	56	34.1
Mathematics	263	65.1	190	79.2	73	44.5

NOTE: For each curriculum category, N = 404 for all institutions, N = 240 for two-year institutions and N = 164 for four-year institutions.

Significant differences appear in the number of multiple offerings when two-year and four-year institutions are

compared. Multiple offerings are clearly more heavily used in two-year institutions. Again, this is not surprising considering the fact that community colleges admit many students who are academically borderline and that these institutions focus on the first two years of advanced study.

Another issue that has raised much controversy is the awarding of academic credit for less than college-level work (remedial courses). Three-fourths (299) of the 392 responding institutions do not award degree credit for remedial/developmental instruction. About one-fifth of the four-year institutions award academic credit, as compared to about one-fourth of the two-year institutions (see Table 17). Awarding degree credit for less than college-level work causes many problems for students and institutions. For example, "What does this mean for articulation or transfer between institutions?" or "How does this affect the value of a college degree?"

TABLE 17

Distribution of Academic Credit Awarded for Remedial/Developmental Instruction in Institutions of Higher Education 1986

	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
No credit awarded	299	76.3	175	73.8	124	80.0
Credit awarded	93	23.7	62	26.2	31	20.0
Total	392	100.0	237	100.0	155	100.0

The fourth descriptive element concerns institutional policies that allow students to enroll in regular college-level courses while simultaneously taking remedial courses. Over 97 percent of the institutions allow simultaneous enrollment (see Table 18). However, only 13.8 percent of these institutions allow simultaneous enrollment without restrictions. For example, 52 percent (204) of the institutions answered, "Yes, except if the course is in the same department or course sequence." This is to say that students cannot take calculus until they have mastered algebra, and they cannot take algebra

TABLE 18

Restrictions on Simultaneous Enrollment in Remedial/Developmental Courses and Regular Courses in Institutions of Higher Education 1986

Institutional Policy	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
Not Permitted	10	2.6	4	1.7	6	3.9
Permitted without restrictions	55	14.0	37	15.4	18	11.8
Permitted if proficiency is demonstrated in skill area	54	13.8	35	14.6	19	12.5
Permitted except for regular classes in the same department or course sequence	204	52.0	119	49.6	85	55.9
Permitted under certain conditions or restrictions	60	15.3	40	16.7	20	13.2
Other policy	9	2.3	5	2.1	4	2.6
Total	392	100.0	240	100.0	152	100.0

until they master basic math. However, these students may take regular college-level courses that do not require math skills. Analysis of dual course enrollments (regular and remedial) between two-year and four-year colleges indicates only slight differences between the two system types.

A fifth descriptive element targets those methods used by institutions to evaluate student needs or deficiences following initial placement in remedial/developmental programs (see Table 19). Findings indicate that only two strategies are used

TABLE 19

Number and Percent of Institutions Using Various Diagnostic Strategies/Tools After Placement into Remedial/Developmental Programs 1986

Diagnostic Strategies/Tools	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
Individual peer tutoring	220	54.5	133	55.4	87	53.0
Individual faculty tutoring	267	66.1	170	70.8	97	59.1
Career testing	142	35.1	98	40.8	44	26.8
Additional testing	168	41.6	107	44.6	61	37.2
Self-paced programmed tests	187	46.3	128	53.3	59	36.0
Self-paced computer programs	147	36.4	98	40.8	49	29.9
Group counseling	102	25.2	55	22.9	47	28.7
Other	63	15.6	33	13.8	30	18.3

NOTE: For each category of strategy/tool, N = 404 for all institutions, N = 240 for two-year institutions and N = 164 for four-year institutions.

by more than 50 percent of the institutions--individual faculty conferencing/tutoring (over 66 percent) and individual peer conferencing/tutoring (54.5 percent). The "additional testing" strategy, which might be expected to be one of the top choices, is only the fourth most frequently used technique at 41.6 percent.

The data show differences between two-year and four-year institutions in the use of diagnostic tools. In all but two instances--"group counseling" and "other"--the proportion of institutions using any particular diagnostic strategy is greater for two-year institutions. Institutions that utilize the "self-paced tests" and "career testing" diagnostic methods show 50 percent more usage at the two-year college level than four-year level. "Individual faculty tutoring" and the use of "self-paced computer programs" are two other methods for which there are sizable differences between two-year and four-year institutions. Again, it appears many of these differences may be accounted for by the differences in institutional mission or purpose.

Not only were there differences between two-year and four-year institutions, but differences within the types of four-year institutions were found (see Table 20). The most obvious differences are for "peer tutoring" and "faculty tutoring." In each case, doctoral-granting institutions are the more frequent users of these strategies. Other more subtle differences within types of four-year colleges are also shown in Table 20.

TABLE 20

Percent of Types of Four-Year Institutions Using Various Diagnostic Strategies After Placement in Remedial/Developmental Programs 1986

Diagnostic Strategies/Tools	Major Research (N = 25)	Doctoral-Granting (N = 29)	Comprehensive Col./Univ. (N = 86)	Liberal Arts Col. (N = 24)
Individual peer tutoring	32.0	69.0	55.8	45.8
Individual faculty tutoring	40.0	72.4	59.3	62.5
Career testing	24.0	20.7	30.2	25.0
Additional testing	20.0	44.8	41.9	29.2
Self-paced programmed tests	28.0	37.9	39.5	29.2
Self-paced computer programs	20.0	24.1	37.2	20.8
Group counseling	32.0	27.6	29.1	25.0
Other	20.0	24.1	14.0	25.0

NOTE: Since each category of diagnostic strategy is mutually exclusive, the number (N) for each type of four-year college applies for each strategy category.

Exit Criteria

Important components in any discussion of remedial/developmental programs are the criteria or standards that determine when a student may begin regular college-level work. This section discusses the requirements that students must meet to exit the remedial/developmental programs in reading, writing, and mathematics and enter the regular college-level curriculum.

"Requirements" may be defined in many ways. For the purposes of this study they were defined in broad terms, such as

the completion of course or program sequence, maintaining a certain GPA, passing selected skills tests, and other.

The most popular exit criterion for all three curriculum areas is "completion of course or program sequence" (see Table 21). In all three instances (reading, writing, and mathematics) about 50 percent of the institutions employ this criterion. These data also indicate that institutions are more likely to use this criterion in mathematics (62.9 percent) than in the reading (54 percent) or writing (59.7 percent). About 40 percent of the institutions use "skills tests" in each of the three curriculum areas. The "GPA" and "Other" criterion categories are used less frequently--by fewer than 20 percent of the institutions in each case.

TABLE 21

Distribution of Completion Requirements for Remedial/Developmental Programs in Reading, Writing, and Mathematics Used by All Institutions 1986

Completion Requirements	Reading		Writing		Mathematics	
	Number	Percent	Number	Percent	Number	Percent
Completion of course/ program sequence	218	54.0	241	59.7	254	62.9
Maintenance of a certain GPA in remedial courses	66	16.3	74	18.3	75	18.6
Passing skill tests	173	42.8	162	40.1	164	40.6
Other	48	11.9	55	13.6	46	11.4

NOTE: For each completion criterion and curriculum category N = 404 for all institutions.

Examination of the exit criteria used by two-year and four-year institutions reveals little or no difference in the criterion used (see Table 22). The only criterion for which there is significant difference is the "completion of course or program sequence" for reading--62 percent of the two-year institutions report that they use this method, as compared to only 42.1 percent of the four-year institutions.

Another dimension of exit criteria is the proportion of students who passed remedial/developmental courses/programs with passing grades (see Table 23). These data clearly show that the vast majority of institutions report that students successfully complete remedial/developmental studies--84.7 percent report at least half their students finish with passing grades. Interesting, too, is that almost half of all institutional respondents are in two percentage categories--24.6 percent in the 60-69 percent category and 20.4 percent in the 70-79 percent category.

Differences between two-year and four-year institutions are minimal. What differences there are suggest that four-year institutions have a slightly higher proportions of their students completing remedial studies with passing scores--again this is not surprising given different institutional missions.

TABLE 22

Distribution of Completion Requirements for Remedial/Developmental Programs in Reading, Writing, and Mathematics Used by Two-Year and Four-Year Institutions 1986

Completion Requirements	Reading				Writing				Mathematics			
	Two-Year		Four-Year		Two-Year		Four-Year		Two-Year		Four-Year	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Completion of course/ program sequence	149	62.1	69	42.1	147	61.3	94	57.3	159	66.3	95	57.9
Maintenance of a certain GPA in remedial courses	38	15.8	28	17.1	42	17.5	32	19.5	44	18.3	31	18.9
Passing skill tests	107	44.6	66	40.2	98	40.8	64	39.0	99	41.3	65	39.6
Other	32	13.3	16	9.8	33	13.8	22	13.4	30	12.5	16	9.8

NOTE: For each completion and curriculum category N = 240 for two-year institutions and N = 164 for four-year institutions.

TABLE 23

Distribution of Students Completing Remedial/Developmental Programs
With Passing Grades
1986

Percentage of Students Completing Remedial/ Developmental Programs With Passing Grades	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
0 - 09	11	3.3	7	3.3	4	3.3
10 - 19	10	3.0	9	4.3	1	.8
20 - 29	6	1.8	6	2.8	0	0.0
30 - 39	13	3.9	10	4.7	3	2.4
40 - 49	11	3.3	7	3.3	4	3.3
50 - 59	40	12.0	28	13.3	12	9.8
60 - 69	82	24.6	57	27.0	25	20.3
70 - 79	68	20.4	41	19.4	27	22.0
80 - 89	56	16.8	23	10.9	33	26.8
90 - 99	37	11.1	23	10.9	14	11.4
Total	334	100.0	211	100.0	123	100.0

EVALUATION OF REMEDIAL/DEVELOPMENTAL PROGRAMS

The study thus far has addressed what institutions require to begin college-level work, a description of selected remedial program elements, and the criteria required for exiting these programs. One important question that remains to be asked is "How effective are institutions in providing remedial/developmental instruction and how do they know how effective they are?"

An important concern of any program is its effectiveness and accountability, which must be determined through program evaluation. The use of program evaluation implies a certain

amount of commitment by an institution to make improvements, to monitor performances, and to assess outcomes. Evaluations, then, should provide information to institutions on how remedial/developmental programs can be improved, how well students are performing, and whether students are being adequately preapared to perform college-level work. Also, evaluation should provide some indication of the commitment institutions have toward their remedial/developmental programs.

In the SREB states, 58.4 percent of the institutions reported follow-up studies on a regular basis of students completing remedial/developmental activities. This means that over 40 percent of the institutions may have little or no idea whether their remedial/developmental programs are successful in preparing students for placement in the regular degree-credit curriculum, much less whether these students graduate four or five years later (see Table 24). Even among those

TABLE 24

Distribution of Institutional Follow-Up of Students Completing Remedial/Developmental Activities 1986

Institutional Follow-up	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
No student follow-up	127	41.6	91	47.2	36	32.1
Student follow-up	178	58.4	102	52.8	76	67.9
Total	305	100.0	193	100.0	112	100.0

institutions that say they conduct student follow-ups, there is no indication of the form or extent of the follow-up. One question in the survey was included to address this issue and will be discussed later in this section.

There are notable differences between two-year and four-year institutions. Only 52.8 percent of the two-year institutions conduct follow-up studies of students completing remedial/developmental activities, as compared to 67.9 percent of the four-year institutions. Further analysis indicates that among the types of four-year institutions, doctoral-granting universities conduct follow-ups at the highest rate (81.3 percent) and liberal arts colleges at the lowest rate (56.3 percent).

It was mentioned earlier that the placement of a program in an organization or institution can often be correlated with the success of that program. The SREB questionnaire made this same type of inquiry about the office or offices that administer remedial/developmental program evaluations. In 50.7 percent of the institutions, the Office of Academic Affairs conducts the evaluations (see Table 25). The Office of Student Affairs and Institutional Research are used by 22.0 percent and 25.2 percent, respectively, of the survey respondents. The "Other" category is used by about 40 percent of the institutions. More specifically, this would include Developmental Department, Testing Center, Counseling Center, and others. Also important is that 45 percent of the institutions use more than one of the offices to conduct their evaluations.

TABLE 25

Distribution of Offices Used to Conduct Evaluations
of Remedial/Developmental Programs in
Institutions of Higher Education
1986

Office	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
Student Affairs	89	22.0	66	27.5	23	14.0
Academic Affairs	205	50.7	112	46.7	93	56.7
Institutional Research	102	25.2	72	30.0	30	18.3
Admissions	24	5.9	12	5.0	12	7.3
President's Office	7	1.7	6	2.5	1	.6
Other	161	39.9	94	39.2	67	40.9

NOTE: For each office category N = 404 for all institutions, N = 240 for two-year institutions and N = 164 for four-year institutions.

Differences between two-year and four-year institutions are significant. For example, two-year institutions use the offices of student affairs (27.5 percent) and institutional research (30.0 percent) more frequently than four-year institutions (14.0 and 18.3 percent, respectively). Conversely, four-year institutions are more likely to use the offices of academic affairs (56.7 percent) and "Other" (40.9 percent) to conduct evaluations.

A third aspect of remedial/developmental evaluations has to do with the type and schedule of evaluations used (see Table 26). Student evaluations and instructor evaluations (on both regular

and periodic bases) are used by about three-fourths of the institutions. Sixty-two percent of the institutions say they use student evaluations regularly; 11.6 percent use them on a periodic basis. Instructor evaluations are used by 52 percent of the institutions on a regular schedule and 18.6 percent on a periodic schedule. These data also show that general faculty surveys are used on a periodic schedule (23 percent) that is twice the rate of regularly scheduled use (9.4 percent). Additionally, about two-thirds of the institutions report using follow-up studies of the academic success of students completing remedial activities on a regular or a periodic basis.

TABLE 26

Distribution of Types of Evaluation and Schedule of Their Use by Institutions 1986

Types of Evaluation	Schedule				Not Scheduled		Total	
	Regular		Periodic					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student evaluations	253	62.6	47	11.6	104	25.7	404	100.0
Instructor evaluations	210	52.0	75	18.6	119	29.5	404	100.0
Rate of successful completion of remedial activity	190	47.0	85	21.0	129	31.9	404	100.0
General faculty surveys	38	9.4	93	23.0	273	67.6	404	100.0
Follow-up studies of academic success of students completing remedial activites	136	33.7	135	33.4	133	32.9	404	100.0
Studies of course or program effectiveness	122	30.2	114	28.2	168	41.6	404	100.0

There are differences between two-year and four-year institutions in the type of evaluation used. Over 80 percent of the two-year colleges use student and instructor evaluations (see Table 27). Almost 70 percent of the two-year colleges report using completion rates and studies of academic success for students completing remedial activities. On the other hand, four-year institutions report using three different evaluation types--student evaluations, completion rates, and follow-up studies of academic success--at about the same rate (65 percent), none of which reach the rate of usage at two-year institutions. It is clear that two-year institutions employ evaluations at a much higher rate than four-year institutions.

TABLE 27

Distribution of Evaluation Types Used by Two-Year and Four-Year Institutions 1986

Evaluation Types	Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent
Student evaluations	192	80.0	108	65.9
Instructor evaluations	197	82.1	88	53.7
Rate of successful completion of remedial activity	167	69.6	108	65.9
General faculty surveys	89	37.1	42	25.6
Follow-up studies of academic success of students completing remedial activities	165	68.7	106	64.6
Studies of course or program effectiveness	142	59.2	94	57.3

NOTE: For each type of evaluation, N = 240 for two-year institutions and N = 164 for four-year institutions.

The final element of evaluation centers on institutional efforts to monitor the academic progress of students who have completed remedial/developmental work. The retention and graduation rates of these students are critical pieces of information that tell an institution how effective or ineffective its programs are in assisting students to obtain a college degree. Institutions were asked to compare the graduation rates of students who had completed remediation with non-remedial students.

Survey results indicate, perhaps surprisingly, that 254, or 66.1 percent, of the institutions had no basis on which to make this determination (see Table 28). This means that only

TABLE 28

Distribution of Remedial Versus
Non-Remedial Student Graduation Rates
1986

Remedial vs. Non-Remedial Student Graduation Rates	All Institutions		Two-Year Institutions		Four-Year Institutions	
	Number	Percent	Number	Percent	Number	Percent
No basis for comparison	254	66.1	152	64.4	102	68.9
Much better	5	1.3	4	1.7	1	.7
Better	32	8.3	21	8.9	11	7.4
About the same	57	14.8	36	15.3	21	14.2
Worse	31	8.1	20	8.5	11	7.4
Much Worse	5	1.3	3	1.3	2	1.4
Total	384	100.0	236	100.0	148	100.0

33.9 percent of the institutions had any notion of how well or poorly their students were performing or how efficiently or effectively their remedial/developmental programs were functioning. At the extremes of the distribution, 1.3 percent of the institutions reported that these students either did much better or much worse. About 8 percent of the institutions said their remedial students' graduation rates are somewhat better or worse, while 14.8 percent report the graduation rates to be about the same for both groups. Table 28 shows just how close the responses are between two-year and four-year colleges. These similarities of responses were also reflected among the types of four-year colleges.

SUMMARY

Reforms are changing and redirecting the educational mission of elementary, secondary, and postsecondary schools. Whenever such changes occur, the impact and importance of basic research is critical to making sound policy. The need for effective remedial education has increased greatly as academic standards have been raised. This study is an attempt to provide officials with relevant information which will help them make sound decisions and take meaningful actions concerning remedial/developmental education at the higher education levels. It is hoped that these data will provide policymakers and educational administrators with:

- more information and a better understanding of the issues of remedial/developmental education at the higher education level; and
- knowledge of the extent of remedial/developmental education at the two-year and four-year colleges in the SREB states.

And, with this knowledge, take action to:

- establish consistent placement standards for college degree-credit work at state and institutional levels;
- assure that degree-credit is awarded only for work at the collegiate level;
- establish formal written policies that reflect performance goals for governing remedial/developmental programs; and
- develop guidelines for evaluating program strengths, weaknesses, and effectiveness on a regular and routine bases.

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APPENDIX A

Southern Regional Education Board
Survey of Institutional Remedial Education

I. Institutional Information

1. Name of your institution _____.

2. State _____.

3. Approximate total enrollment at your institution:

___ 2,000 or less

___ 2,001 - 5,000

___ 5,001 - 10,000

___ 10,001 - 15,000

___ 15,001 - 20,000

___ 20,000 or more

4. Approximate freshmen enrollment:

	Full-time	Part-time
100 or less	_____	_____
101 - 500	_____	_____
501 - 1,000	_____	_____
1,001 - 1,500	_____	_____
1,501 - 2,000	_____	_____
2,000 or more	_____	_____

5. Which best describes your institution: (check one)

2-year	4-year
___ with transfer mission	___ Major research university
___ without transfer mission	___ Doctoral-granting university
	___ Comprehensive college or university
	___ Liberal arts college

6. Setting: _____ Rural _____ Urban _____ Innercity

II. Admissions Information

7. What criteria are used to admit students to your institution? Check all that apply.

a. ___ Standardized and/or institutionally developed test scores (SAT, ACT, MAPS, etc.)

Test Name(s)	Minimum Score(s) Required (include section, e.g., math, verbal, score(s) if appropriate)
_____	_____
_____	_____
_____	_____

b. ___ High school diploma

c. ___ G.E.D. certificate

d. ___ High school class rank

e. ___ High school GPA

Minimum GPA of _____ needed in academic subjects

Minimum GPA of _____ needed overall

f. ___ Specific courses taken in high school

Subject Area	Number of courses required for admitting students in:			
	1985-86	1986-87	1987-88	1988-89
English	_____	_____	_____	_____
Math	_____	_____	_____	_____
Science	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____
Foreign Language	_____	_____	_____	_____
Physical Education/Health	_____	_____	_____	_____
Arts/Music	_____	_____	_____	_____
Other Courses	_____	_____	_____	_____

g. ___ Comprehensive review of student talents and accomplishments (portfolio assessment).

h. ___ Open admissions policy (no requirements, high school diploma, or G.E.D.)

i. ___ Other (specify) _____
_____

III. Remedial Programs and Placement (After Admissions)

8. Does your institution or system of institutions have written policies for the placement of students who need remedial instruction?

Yes _____ No _____

9. What percentage of the first-time freshman in your institution needed remedial instruction in 1984-85 or the latest year for which you have data?

(Year) _____ (Percent) _____

10. What percent of all enrolled students at your institution participate in remedial/developmental programs?

_____ Percent

11. Of the students receiving remedial assistance, what percent complete remedial/developmental programs with passing grades?

_____ Percent

12. What type(s) of organizational approaches does your institution use to administer remedial/developmental programs? Check all that apply.

____ Separate division of developmental, remedial, or basic skills

____ Separate department of developmental, remedial, or basic skills

____ Separate departments for the specific skills areas

____ Inclusion of the developmental, remedial, or basic skills activities or programs within a traditional academic department

____ Independent campus-wide tutoring program

____ Independent campus learning center

____ Other (please specify): _____

_____

_____

_____

13. Once first-time freshman have been admitted, how does your institution determine placement in regular degree-credit curricula or in special programs to remedy deficiencies in reading, writing, math, or other skills? Check all that apply.

Reading	Writing	Math	
_____	_____	_____	No tests used for placement
_____	_____	_____	Mandatory assessment and placement of all first-time entering freshmen
_____	_____	_____	Assessment and placement of only those students entering certain programs/courses
_____	_____	_____	Assessment and placement of only those students lacking certain high school course requirements
_____	_____	_____	Assessment and placement of only those students scoring below certain levels on admissions tests (e.g., ACT, SAT, etc.)
_____	_____	_____	Assessment and placement of only those students with high school GPAs below a certain level
_____	_____	_____	Assessment and placement of only those students ranking below a certain level in their senior high school class
_____	_____	_____	Student self-referral
_____	_____	_____	Faculty referral
_____	_____	_____	Other (specify) _____

_____

_____

14. What instrument(s)/test(s) and cut-off scores does your institution use to place students in remedial/developmental READING programs?

Name of test(s)/tool(s)	Minimum scaled score necessary for placement into regular college-level courses
_____	_____
_____	_____
_____	_____

15. What instrument(s)/test(s) and cut-off scores does your institution use to place students in remedial/developmental WRITING programs?

Name of test(s)/tool(s)	Minimum scaled score necessary for placement into regular college-level courses
_____	_____
_____	_____
_____	_____

16. What instrument(s)/test(s) and cut-off scores does your institution use to place students in remedial/developmental MATH programs?

Name of test(s)/tool(s)	Minimum scaled score necessary for placement into regular college-level courses
_____	_____
_____	_____
_____	_____

17. When your institution places students in remedial/developmental programs, is there more than one level (of remediation) available in:

Reading _____ Writing _____ Math _____

•18. Based on the scale below, how important are reading and writing skills in determining curriculum placement?

not important 1 2 3 4 5 very important

•19. In your institution's placement process, how important are reading and writing skills in comparison to math skills in determining curriculum placement?

1	2	3	4	5
not nearly as important		equally important		much more important

20. Are students enrolled in remedial/developmental courses (as defined by your institution) allowed to enroll in regular classes at the same time? Check one.

_____ No

_____ Yes, without restriction

_____ Yes, if proficiency is demonstrated in the skill area(s)

_____ Yes, except for regular classes in the same department or course sequence (e.g., students cannot take calculus until they have mastered algebra, but they may take courses that do not require math skills)

_____ Yes, under certain conditions or restrictions (please specify)

_____

_____ Other policy _____

_____

21. Does your institution allow a student to earn credit toward an academic degree for remedial/development coursework?

Yes ___ No ___

22. Once students are placed in remedial/developmental programs in your institution(s), what types of strategies and/or tools are used to further identify and diagnois their needs? Check all that apply.

____Individual peer tutoring

____Individual faculty tutoring

____Career testing

____Additional testing (specify test)

_____

____Self-paced programmed tests

____Self-paced computer programs

____Group counseling

____Other (please specify)

_____

23. What are the requirements for completion of remedial/developmental activities at your institution in order to begin degree-credit work?

Reading	Writing	Math	
_____	_____	_____	Students must complete course/program sequence
_____	_____	_____	Maintain a certain GPA in the remedial courses
_____	_____	_____	Students must pass skills tests
_____	_____	_____	Other (please specify) _____

_____

IV. Evaluation of Remedial/Developmental Programs

24. Does your institution conduct follow-up studies of students completing remedial/developmental activities on a regular basis? Yes ___ No ___

25. What offices at your institution conduct the evaluation of remedial/developmental activities? Check all that apply.

_____Student Affairs

_____Academic Affairs

_____Institutional Research

_____Admissions

_____President's Office

_____Other (specify) _____

_____

26. How does your institution evaluate remedial/developmental activities? Check all that apply.

On Regular Schedule	Not On Regular Schedule	
_____	_____	Student evaluations
_____	_____	Instructor evaluations
_____	_____	Rate (percent) of successful completion of remedial activity
_____	_____	General faculty surveys (includes all faculty, not just instructors in remedial courses)
_____	_____	Follow-up studies of academic success of students completing remedial activities (compared with non-remedial students)
_____	_____	Studies of course or program effectiveness

27. How do students completing remediation, compare to non-remedial students in terms of graduation rates at your institutions? Check one.

If you have no basis on which to evaluate, check here _____.

____Much Better ____Better ____About the Same ___Worse ___Much Worse

28. Are there any unique or special features of the remedial/developmental programs, as defined on your campus, that warrant wider application in other institutions? If so, please describe.

(Contact person for additional information: _____)

Return To:

Dr. Ansley A. Abraham
SREB
1340 Spring Street, NW
Atlanta, Georgia 30309

* NOTE: Questions 18 and 19 were not included in survey findings due to insufficient information.

College-Level Placement Tests Used by Colleges and Universities in the SREB States

Reading Tests

American College Testing (ACT)—Combined
ACT—Social Studies subtest
ACT—English subtest
ACT—Natural Science subtest
Assessment and Placement Services for Community Colleges—Reading
ASSET—Reading
California Achievement Test (CAT)
Carver Reading Progress Scale
College Board Computer Placement Test—Reading
Comprehensive Test of Basic Skills (CTBS)
Davis Reading Test
Gates-MacGinitie
GED Practice Test
Harcourt, Brace, Jovanivich—Audio-Visual Technical Test of Reading
In-house/Institutionally Developed
Iowa Silent Reading Test
McGraw-Hill Reading Test
Multiple Assessement Programs and Services (MAPS)—Descriptive Test of Language Skills (DTLS)—Reading
MAPS—Reading (Self-scoring placement)
MAPS—DTLS—Logical Relationship
MAPS—Comparative Guidance/ Placement(CGP)—Reading Placement
Nelson-Denny Reading Test
Scholastic Aptitude Test (SAT)—Combined
SAT—Verbal
School and College Achievement Test (SCAT)
Stanford Diagnostic Reading Test
Stanford Test of Academic Skills
State/System Developed Test
Test of Academic Skills (TASK)
Test of Adult Basic Education (TABE)

Writing Tests

ACT—Combined
ACT—English Subtest
ACT—Social Studies Section
Assessment and Placement Services for Community Colleges-Essay
Assessment and Placement Services for Community Colleges—Writing
ASSET—Advanced Language Skills
ASSET—Language Usage
California Achievement Test (CAT)
College Board Computer Placement Test—Sentence Skills
College Board—Written English Expression Test
Comprehensive Test of Basic Skills (CTBS)
Cooperative School College Ability Test (SCAT)
Differential Aptitude Test (DAT)—Language Usage
In-house/Institutionally Developed
MAPS—DTLS—Usage Test
MAPS—DTLS—Sentence Structure Test
MAPS—CGP—Writing Placement
MAPS—Written English Expression (Self-scoring placement)
McGraw-Hill Basic Writing
Purdue High School Test of English
SAT—Verbal
SAT—Combined
Stanford Test of Academic Skills
State/System Developed Test
TASK
Test of Adult Basic Education (TABE)
Test of Standard Written English (TSWE)
The Cooperative English Test (CET)
Writing Sample/Essay

Mathematics Tests

ACT—Combined
ACT—Math subtest
Assessment and Placement Services for Community Colleges—Math
ASSET—Intermediate Algebra
ASSET—Elementary Algebra
ASSET—College Algebra
ASSET—Numerical
Association of Community and Junior Colleges Math Placement Test
California Achievement Test (CAT)
College Board Computer Placement Test—Arithmetic
College Board Computer Placement Test—Elementary Algebra
College Entrance Examination Board—Math Achievement Test
The Comprehensive Math Test (CMT)
Comprehensive Test of Basic Skills (CTBS)
Cooperative School College Ability Test (SCAT)
In-house/Institutionally Developed
MAPS—Applied Arithmetic (Self-scoring placement)
MAPS—CGP—Mathematics C, D, and E Tests
MAPS—Computation (Self-scoring placement)
MAPS—Descriptive Test of Mathematics Skills (DTMS)—Arithmetic Skills Test
MAPS—DTMS—Elementary Algebra Skills Test
MAPS—DTMS—Intermediate Algebra Skills Test
MAPS—DTMS—Mathematics Graphs Test
MAPS—Elementary Algebra (Self-scoring placement)
MAPS—Intermediate Algebra
Mathematics Association, American Placement Test Battery
Mathematical Association of America
SAT—Combined
SAT—Math
Speece/Word Mathematics Test
Stanford Test of Academic Skills
State/System Developed Test
TASK
Test of Adult Basic Education (TABE)